

INSPECTION REPORT

ST DUNSTAN'S RC PRIMARY SCHOOL

Moston

LEA area: Manchester

Unique reference number: 105526

Headteacher: Mr L Bamber

Reporting inspector: Mrs EMD Mackie
Rgl's Ofsted No: 23482

Dates of inspection: 2 – 5 October 2000

Inspection number: 224159

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Edale Avenue Moston Manchester
Postcode:	M40 9HU
Telephone number:	0161 681 5665
Appropriate authority:	Manchester LEA
Name of chair of governors:	Reverend Father M Kujacz
Date of previous inspection:	17 – 21 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Diana Mackie (Ofsted No: 23482)	Registered inspector	English	What sort of school is it?
		Music	How high are standards? a) The school's results and pupils' achievements
		Foundation Stage	How well are pupils taught?
			What should the school do to improve?
William Cook (Ofsted No: 13279)	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
David Price (Ofsted No: 8534)	Team inspector	Information technology	How high are standards? b) Pupils' attitudes, values and personal development
		Design and technology	
		Physical education	
Morag Thorpe (Ofsted No: 15236)	Team inspector	Science	How well is the school led and managed?
		Geography	
		History	
		Equal opportunities	
Mike Williams (Ofsted No: 13279)	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Art	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Dunstan's Roman Catholic Primary School is situated in Moston on the outskirts of Manchester. There is a high level of social and economic deprivation in the area and local housing is mostly rented. St Dunstan's is an average sized school for pupils between the ages of three and eleven. There are currently 223 pupils in the main school and 39 in the nursery class. Fifty-one children are in the nursery and reception classes. Children are admitted to the nursery class in the September after their third birthday. They join the reception class in the September or January of the academic year in which they are five. When they start the nursery, most children attain at levels below those expected for their age. There is a general balance of boys and girls in the whole school. There are very few pupils from ethnic minorities. Twenty-four per cent of pupils are currently eligible for free school meals and this is above average for schools nationally. There is an above average number of 67 pupils on the school's register of special educational needs. There are no statements of special educational need.

HOW GOOD THE SCHOOL IS

This is an effective school with a strong Christian ethos. Compared with similar schools, pupils achieve very high standards in science, high standards in mathematics and above average standards in English by the time they are eleven years old. These high standards are achieved by the good teaching and effective curriculum provision. The headteacher provides sound educational direction and governors provide good leadership. Pupils enjoy coming to school and they make good relationships. The school gives satisfactory value for money.

What the school does well

- Pupils achieve well in English, mathematics, science and physical education by the time they are eleven.
- There is a great deal of good teaching.
- The school has introduced the national strategies for literacy and numeracy very successfully.
- Pupils make good relationships.
- Provision for pupils' spiritual, moral and social development is good.
- The school has a good record of sporting achievements.
- Governors play a strong role in managing the school.

What could be improved

- Co-ordinators are not given sufficient opportunities to monitor teaching and learning in their subjects and responsibilities are not delegated sufficiently clearly.
- There is a small amount of unsatisfactory teaching.
- The overall curriculum for the foundation subjects in the juniors is not sufficiently progressive or systematic to help teachers with their planning.
- The setting of homework is inconsistent and links with parents are in need of review.
- Targets in individual education plans for pupils with behavioural difficulties are too broad.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvements since the last inspection in February, 1997. The governing body has been resolute in its management of the school's finances so that the budget deficit has been eliminated. Pupils' standards of attainment in science have improved at Key Stage 2. They have also improved in English, mathematics, geography and history at Key Stage 1. Test results are analysed rigorously to identify areas of weakness and clear targets are set for improvement. The school has implemented systems for monitoring attendance so that last year's figures showed an improvement. The headteacher and co-ordinators for English, mathematics and science have monitored teaching and learning but this is at an early stage for other subjects. Teachers' planning is monitored regularly. Some progress has been made in the earlier identification of pupils with special educational needs. Assessments in the nursery and reception classes are used effectively to pinpoint those children who need extra support. The quality and quantity of support for these pupils has recently improved. All the key issues identified in the previous inspection have been addressed positively and the school has the capacity for further improvement.

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
	1997	1998	1999	1999
English	C	E	C	B
Mathematics	D	E	B	A
Science	D	E	A	A*

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

There have been significant improvements in standards in the past two years. The above grades show that in 1999, pupils' attainment in English was in line with average and above average compared with similar schools. In mathematics, results were above the national average and well above compared with similar schools. In science, results were above average nationally and very high compared with similar schools. Over the past four years, the trend in all subjects has been upwards. This is the result of the school's high level of commitment to raising standards. Pupils achieve well in:

- the Foundation Stage (the nursery and reception classes)
- Key Stage 1 (the infant classes for pupils in Years 1 and 2)
- Key Stage 2 (the junior classes for pupils in Years 3 to 6)

Children start the nursery with below average attainment and achieve above average standards by the time they leave the school. The school has exceeded targets it set with the local education authority. During the inspection, satisfactory standards were seen for eleven-year-olds in English, and standards were good in mathematics and science.

Standards seen in English, mathematics and science are average overall for seven-year-olds. Results in the 1999 tests were below the national average in reading but there were well above average in writing and mathematics. Teacher assessments in science were in line with the national average. Writing skills have improved, with rigorous teaching of letter sounds and increased opportunities for pupils to write for a wider range of purposes. Investigative work in mathematics and science has improved pupils' performance in these subjects.

Standards in art, design and technology, geography, history, information and communications technology and music are similar to those typically expected for seven and eleven-year-olds.. In physical education, they are above what is normally seen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils enjoy coming to school and most are positive about their learning. A significant minority of pupils find it difficult to settle down and get on with their work.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well. A few need the constant support of the school's positive behaviour programme.
Personal development and relationships	Personal development is satisfactory and relationships are good. Pupils get on well with one another and with the staff.
Attendance	Unsatisfactory. It is below the national average. A number of parents take their children for holidays in school time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

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

During the inspection, 68 per cent of teaching was good or better. Three per cent was excellent, 25 per cent was very good, 40 per cent was good, 25 per cent was satisfactory, six per cent was unsatisfactory and one per cent was poor. Because of this overall good teaching, pupils' learning is good overall and they make good progress. Teaching of children under six, of pupils in the infants, of the older pupils in Year 4 and all pupils in Years 5 and 6 is never less than satisfactory and is often very good. Some excellent teaching was seen in the reception class and in Year 6. Throughout the school, good teaching in English, mathematics and science ensures that pupils have a sure grasp of appropriate skills in reading, writing and arithmetic by the time they are eleven. Teachers ask probing questions to consolidate and extend pupils' learning. Teachers have introduced the literacy hour and the daily mathematics lesson very positively so that pupils learn at a good rate in these lessons. Literacy and numeracy are developed effectively in other subjects. In a few unsatisfactory lessons in the lower junior classes, work is not always pitched at the right level, teachers do not engage sufficiently with the pupils during activities or the management of pupils is weak. In these lessons, pupils do not achieve as well as they could. Pupils with special educational needs are supported well throughout the school and they make good progress because work is usually well matched to their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good throughout the school in literacy, numeracy and science. Good in the nursery and reception classes, good in the infants and satisfactory in the juniors, where provision for some foundation subjects needs to be improved. Provision of extra curricular activities is satisfactory overall, but the range is limited.
Provision for pupils with special educational needs	Satisfactory, with good levels of support from classroom assistants and learning support staff. Pupils with learning needs are supported well. Targets are not always sufficiently specific in the individual education plans for pupils with behavioural or emotional needs
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with good provision for spiritual, moral and social development. The school draws well on its strong Christian ethos. Provision for multicultural education does not prepare pupils sufficiently well for life in contemporary multicultural society.
How well the school cares for its pupils	Satisfactory. Procedures for monitoring pupils' academic performance are improving as the school strives to raise standards. Teachers use classroom situations effectively to raise pupils' awareness of how to treat others and deal with life's dilemmas.

Partnership with parents is satisfactory. There is no regular newsletter to keep them informed about developments in the school. Open evenings, in the autumn and summer, are rather far apart in the school year. Partnership with parents for social events and fund raising is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher gives sound educational direction for the school. Key staff make a tremendous contribution to the everyday life of the school and to the raising of standards but they do not have enough opportunities to monitor their areas of responsibility.
How well the governors fulfil their responsibilities	Well. Governors fulfil their roles well and provide good management for the school.
The school's evaluation of its performance	Good. Robust analysis of test results and evaluation of the school's needs provides governors with a good basis for school development planning.
The strategic use of resources	Satisfactory. The school has successfully overcome the problems arising from a deficit budget.

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 in school • The school is helping their children become mature and responsible • The teaching is good • The school expects their children to work hard and achieve his or her best 	<ul style="list-style-type: none"> • Provision of activities outside lessons • Provision of homework • The way the school works with parents • Information on how their children are getting on • Opportunities to approach the school with questions or a problem

Inspectors support parents' positive views of the school. Parents are justified in their criticism of extra-curricular activities. They are very good for sport but do not provide sufficiently for other interests. Parents' views about homework are also upheld. The setting of homework and use of reading diaries is inconsistent. The school works well with parents in some fields; for example in social events and celebrations and in the preparation of the school's behaviour policy. There have been popular meetings for parents to learn about the introduction of literacy and numeracy strategies and parents of pupils in the infants are given details of topics to be covered. Nevertheless, there are ways in which the school could work more closely with parents. The school welcomes parents' requests for information about their children's progress at any time of year, but open evenings are too far apart for parents to have more regular information on their children's progress. There is no regular information, such as a newsletter, to keep all parents informed about the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Over the past four years, the pupils' performance in national tests for seven and eleven-year-olds has improved in the important subjects of English, mathematics and science. Pupils achieve well at:
 - the Foundation Stage (the nursery and reception classes)
 - Key Stage 1 (the infant classes for pupils in Years 1 and 2)
 - Key Stage 2 (the junior classes for pupils in Years 3 to 6)
2. Evidence from the 1999 assessments for eleven-year-olds indicates that the pupils' performance in English was in line with the national average, in mathematics it was above the average and in science it was well above average. The target for eleven-year-olds is Level 4; higher attaining pupils should reach Level 5. As well as comparing the school's results with the national picture it is possible to make comparisons with schools which are 'in a similar context', that is, schools which have a similar proportion of pupils entitled to free school meals. When the school's results in the 1999 tests are compared with this group of schools, then the pupils' results in English are above average, in mathematics they are well above average and in science they are very high.
3. Over the period of the last four years the school's results for eleven-year-olds have shown a big improvement. The number of pupils who have attained at the expected Level 4 has increased. When this inspection took place, the school had received the test results for 2000. The information indicates that in all three subjects, the school's results have improved at Level 4. They have also improved at Level 5 in English and science. Targets set with the local education authority for English and mathematics have been exceeded. National results and comparisons with similar schools in 2000 were not available at the time of the inspection.
4. In the 1999 assessments for seven-year-olds, pupils' performance in reading was just below the national average; in writing and mathematics it was well above. Teacher assessments in science were in line with the national average. The target for seven-year-olds is Level 2; higher attaining pupils should reach Level 3. The school's results in the 1999 assessments, compared with schools in similar contexts, were above average in reading, well above average in writing and very high in mathematics. Over the period of the last four years the school's results for seven-year-olds have shown a dramatic improvement. Assessments for 2000 indicate that results at Level 2 have improved in reading and have been maintained in mathematics and science. Results at Level 3 are not as high as in 1999. The school has analysed results and is working on areas for improvement. Improved assessment arrangements in the school are helping teachers to make more accurate predictions of what pupils can be expected to achieve.
5. When the performance of boys and girls is compared over the period of the past four years, there are some variations. In the juniors, the boys have performed better than the girls. In the infants, the girls have performed better than the boys. The school is aware of these differences and extra classes before national tests have been used to raise standards. Boys have benefited greatly from this and the school is continuing to monitor the situation.
6. The school governors and staff are committed to further improvement. Teachers have begun to track pupils' development as they move through the school. The school has already recognised the need to set targets for individual pupils so that they are more aware of their own progress.
7. From inspection, attainment in English is broadly in line with expectations for seven and eleven-year-olds. In mathematics and science, it is average for seven-year-olds and above average for eleven-year-olds. Evidence gathered from looking at pupils' books, observing lessons and talking to pupils, supports an overall picture which matches the test results for eleven-year-olds in 2000. In the seven-year-old group, there is a particularly large number of pupils with special educational needs so that overall current performance in writing, mathematics and science is not as high as in the 2000 assessments.

8. Since the last inspection in February 1997, standards have risen in English and mathematics from unsatisfactory to satisfactory for seven-year-olds. In science they have improved from satisfactory to good for eleven-year-olds.
9. Children enter the nursery with levels of attainment below those expected for their age. Despite good progress, they do not achieve the nationally agreed early learning goals in literacy and mathematics before they enter the infant department. By the end of their time in the school, most pupils have attained standards at least in line with those expected nationally, and many exceed them. This represents good achievement. In the infant and junior departments, pupils have benefited from the successful implementation of the national strategies for literacy and numeracy. Overall standards of teaching have improved in English, mathematics and science and these have had a positive effect on pupils' progress in the past two years.
10. The achievement of children in the nursery and reception classes is good because of the consistent good teaching based on secure understanding of the needs of young children. Planning of the curriculum is good and staff create an encouraging atmosphere in which children learn happily. Children progress well and reach the expected learning goals in personal and social development, knowledge and understanding of the world, physical development and creative development. They make good gains in learning but do not reach the goals for communications, language and literacy and mathematical development.
11. In the infant classes, pupils achieve well and most are working at the expected level for their age in reading, writing, mathematics, science and information technology because of good quality teaching and very good management. Staff create a stimulating environment in which pupils gain skills, knowledge and understanding at a good rate. Pupils learn letter sounds and patterns which help them with their reading and writing. In mathematics, teachers take care to explain things clearly and pupils use simple apparatus to work out answers. Pupils' curiosity and interest in the world around them are harnessed well by teachers in science, so that teaching and learning are relevant. Achievement in information technology is satisfactory and is improving because of teachers' increasing use of computers in a range of subjects.
12. Pupils achieve well by the time they are eleven and are generally working at levels expected for their age in English and above levels expected in mathematics and science. In these subjects, teachers are supported by good school management and planning, effective professional training and a clear structure for lessons. By the time they leave the school, most pupils use their speaking and listening skills effectively to ask questions, explain their work and share ideas. Consistent teaching of spelling and regular practice in basic grammar gives pupils a good grounding so that they achieve appropriate writing skills. Handwriting in practice books is satisfactory but it is not joined consistently in the good range of work done by pupils. By the time they are eleven, pupils enjoy reading a wide variety of texts and most use reference skills effectively to gain information from books and CD ROMs. In mathematics and science, effective teaching of investigative skills in most lessons helps pupils to learn by doing, discussing and building practically on what they already know. There is less progress when teachers do not engage sufficiently with pupils during activities to tease out understanding and sort out problems. At eleven years of age, most pupils know basic number facts and can manipulate figures well to work out answers using addition, subtraction, multiplication and division. In science, pupils can set up investigations, think things through, make fair tests and work out why things happen.
13. Achievement and standards in information technology are satisfactory for pupils throughout the school, but skills in using computers for monitoring and control, for example in science, are not sufficiently developed.
14. Achievement and standards in art, design and technology, geography, history, information technology and music are typical of those found nationally for seven and eleven-year-olds. This is an improvement on judgements in the last inspection, when standards in geography and history were unsatisfactory by the time pupils were seven. Standards are now satisfactory because of improved teaching and the provision of stimulating and relevant topics. However, the systematic development of skills is not clearly identified in schemes of work for all subjects. Subject co-ordinators do not have sufficient opportunities to monitor classroom teaching and learning in order to share good practice and ensure a consistent approach throughout the school. Achievement and standards in physical education are higher than those typically found for the age groups. The school is rightly proud of its performance in local sporting activities.

15. The school makes good use of assessment information to identify pupils who may need additional support with their learning. These pupils with special educational needs make good progress towards the targets in their individual education plans. Targets for pupils with behavioural or emotional needs are not specific enough, with small steps so that pupils can gain success quickly and be rewarded. In most lessons, higher attaining pupils produce work of good quality but occasionally they need more challenge, for example in information technology. No difference was noted in the achievement of boys and girls.

Pupils' attitudes, values and personal development

16. Pupils enjoy coming to school and this is reflected in the parents' views of the school, where some 98 per cent of those completing the parents' questionnaire agree that their children like school. Overall, pupils' behaviour and attitudes to school are satisfactory. Most pupils behave well but a few have negative attitudes to learning, especially if teaching is not clearly addressed to their needs.
17. Children in the Foundation Stage in the nursery and reception classes quickly feel confident and secure. In the nursery, children are relaxed and happy in the well-organised classroom and they soon become familiar with rules and routines. Children transfer confidently to the reception class and adapt well to the brisker routines as they work with pupils in Year 1. Relationships in both classes are good and children start their education in a positive and enjoyable way.
18. In the infant classes, most pupils display good attitudes to learning. At Key Stage 2, in the juniors, the majority of pupils work hard and are keen to do well, but a significant minority find it difficult to settle down and get on with their work. This has a negative effect on their progress. Pupils learn well when lessons are well planned with a clear structure. For example, pupils in the infants respond enthusiastically with their own ideas when teachers ask probing questions in the literacy hour. In the juniors, pupils are keen to make use of their computer skills when the teachers give clear explanations. However, when lessons lack sufficient challenge, pupils lose interest and become fussy.
19. Staff generally have high expectations of behaviour and pupils respond positively to this. They move around the school in an orderly manner and are courteous and polite to visitors. The majority of parents who replied to the pre-inspection questionnaire are happy with the behaviour of the pupils. The last inspection report stated that behaviour was good. During the last school year there have been fifteen short-term exclusions involving nine pupils, mainly for aggressive behaviour. The school has responded conscientiously in order to provide inclusion by revising its behaviour management policy, involving parents in the policy-making and working with staff from the local education authority to raise teachers' skills in managing difficult pupils. The revised policy was introduced in June of this year and it is too early to judge the full impact, but parents and teachers welcome the clearer framework for behaviour management.
20. Pupils' personal development is satisfactory overall. During the inspection, there were many instances of pupils relating positively to each other and working happily and productively in pairs and small groups. They shared materials and took turns appropriately. In science and history, pupils become independent learners as they investigate and discuss what they find out. There are too few opportunities for pupils to do this in other subjects. Opportunities are missed to help pupils to develop their initiative. For example, clear rules for classroom behaviour are displayed in classrooms but pupils are not sufficiently involved in setting these. When they are trusted with responsibilities, for example when they act as prefects or take the class register to the office, pupils respond well. They develop an understanding of their own community and the needs of others through the strong links with the church and involvement in raising money for charities.
21. While there has been an improvement since the last inspection, the attendance rate in the school remains unsatisfactory. The attendance rate for the academic year 1999 to 2000 was 92.7 per cent and is well below the national average. The authorised absence rate of 6.83 per cent is above the national average. Unauthorised absence showed the most significant improvement over previous years and at 0.49 per cent is in line with the national average. This

reflects the hard work of the school in raising parents' and pupils' awareness of the importance of coming to school regularly. Governors and staff have rewarded good and improved attendance

with certificates and praise.

22. Analysis of registers for the first weeks of the current school year indicates a deterioration in the attendance rate and a rise in the incidence of unauthorised absence. The school is monitoring this trend. Authorised holidays in term time contributes strongly to the low attendance rate.
23. Class registrations are satisfactory and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

24. Since the last inspection, there has been an improvement in the quality of teaching for pupils in the infants, but there is some unsatisfactory teaching in some classes in the juniors. The quality of pupils' learning closely follows that of teaching. Pupils do not achieve well when teaching is unsatisfactory.
25. The quality of teaching and learning is:
 - good overall;
 - good for pupils in the nursery and reception classes;
 - good in the infants;
 - satisfactory in the juniors overall - weaker in the lower than the upper juniors;
 - good overall in English, mathematics, science and physical education;
 - satisfactory overall in other subjects.
26. Evidence from the inspection identifies a wide variation in the quality of teaching, from excellent to poor. In the 68 lessons observed during the inspection, teaching was judged to be excellent in three per cent, very good in 25 per cent, good in 40 per cent and satisfactory in 25 per cent. Teaching was unsatisfactory in six per cent and poor in one per cent of lessons, all in the juniors. There were distinct differences in the quality of teaching for pupils in different age groups. The quality of teaching was good for children under six years old and those in the infants. There was inconsistency in the juniors, with evidence of unsatisfactory teaching for younger pupils and some very good teaching for the older pupils in Year 4 and all pupils in Years 5 and 6. Some excellent teaching was seen in the reception class and in Year 6.
27. In all the six required areas of learning, the quality of teaching for children is good in the nursery and reception classes. There is some excellent teaching in the reception class. Staff in both classes have a secure understanding of the needs of young children. The new framework for learning is being adopted very positively and staff work very well together to plan stimulating activities which challenge children, stir their curiosity and motivate them to want to learn. There is a strong multi-sensory approach in which children are encouraged to look, listen and touch as they learn. Because of this, children gain appropriate skills and habits which are a basis for learning throughout the school. Emphasis on the teaching of skills in communications, language and literacy is a priority. Staff listen to children in order to sort out their thoughts and problems and help them to gain deeper knowledge and understanding in all areas of learning. The practical aspects of organising and preparing activities are managed well so that children spend the maximum amount of time in achieving lesson objectives. As higher attaining children achieve the nationally recommended learning goals, staff lead them sensitively and skilfully into the early stages of the National Curriculum. Children with special educational needs are supported well so that they make good progress. Information from assessments, gathered systematically during the day, is used very effectively to inform planning for all children.
28. In the best lessons in the infants and juniors, teachers have a good knowledge and understanding of the subjects they are teaching. This was most evident in literacy and numeracy lessons, where teachers have had intensive professional training, there has been classroom monitoring and the subjects are very well managed and planned throughout the school. This means that pupils learn effectively and build systematically on what they already know. Lesson plans set out clearly what pupils are to do and learn and there is a clear structure for lessons. Teachers begin lessons with effective direct teaching to inform pupils and give them clear explanations. Pupils are then engaged in individual or group activities and lessons end with a review of what pupils have done and learned. This method is proving effective as pupils make good progress in most lessons. There is usually careful planning for different groups so that pupils are challenged at the right level. The basic skills are taught effectively in most classes and this gives pupils essential tools for learning. In all classes, there is appropriate practice of letter-sounds, spelling,

multiplication tables and quick mental recall. Pupils recognise that they are expected to remember facts so that they build consistently on previous learning. Teachers use specific subject vocabulary to enhance learning in all areas of the curriculum. When tasks are undemanding or are pitched at the wrong level, pupils do not achieve appropriately. In the lower juniors, this happens more often in the foundation subjects, where there has been less monitoring of classroom teaching and learning.

29. Pupils make good gains in learning when teachers manage them well and have high expectations of good behaviour and attention to tasks throughout the lesson; pupils concentrate and want to do well. In most classes, teachers provide an encouraging environment where pupils are prepared to accept challenge and learn from their mistakes. This positive approach keeps pupils 'on the ball', focused on activities and keen to succeed. In a few lessons in the juniors, teachers adopt a more negative approach, as if they expect a lack of attention. Pupils pick up this message, teachers spend too much time dealing with minor problems and pupils do not achieve as well as possible. Most lessons move along at a brisk pace and pupils are hardworking and productive. Throughout the school, teachers deploy support staff well so that pupils with special educational needs are supported appropriately. When teachers do not engage sufficiently with pupils by questioning them during activities, pupils do not make maximum progress. In the weakest lessons, pupils were left to get on with tasks and there was little assessment of understanding or knowledge. In the best lessons, teachers asked probing questions to elicit pupils' understanding and extend their learning.
30. Throughout the school, teachers keep regular checks on pupils' progress in the core subjects of English, mathematics and science. These are most effective when teachers use them to inform the next stage of planning. In subjects where school assessments are not so well organised, teachers do not always pitch lessons at the right level and pupils do not make appropriate progress, for example in art in the juniors. Most work is marked in line with the school's marking policy. In English, pupils in the juniors are encouraged to plan and draft their work and then edit it with the teacher's help. This helps pupils to learn from their mistakes and evaluate their own performance.
31. Individual education plans for pupils with learning needs are usually followed well so that pupils build step-by-step on what they already know. Teachers often produce additional materials and resources for these pupils. Classroom support staff are appropriately involved in the recording of pupils' progress. Plans for pupils with behavioural or emotional needs are not so well prepared and do not help teachers with the day-to-day management of pupils who need clear targets and small, well identified steps to help them to improve. As a result, these pupils are not always helped as well as they might be.
32. Resources are used very effectively. Classroom assistants are deployed well, often with group work, and they are involved in planning so that they work effectively with teachers to meet the lesson objectives. Time is used well in most lessons because of the teachers' good planning and brisk pace. Pupils are encouraged to change into kit for physical education lessons quickly and carefully.
33. There is an effective home and school reading partnership which teachers use regularly to extend pupils' reading opportunities and to involve parents in their children's learning. Opportunities are missed when reading diaries do not give parents enough ideas on what they can do to help their children; often, there are only page numbers in the diaries. Homework is set throughout the school, beginning with early reading activities in the nursery class, but it is not set consistently. Parents raised this issue at the pre-inspection meeting and in the questionnaire.

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

34. As at the time of the last inspection, the school's curriculum is sound overall and offers pupils an appropriate quality of education. The requirements of the National Curriculum are met. Areas of weakness identified in the previous inspection report have, in the main, been satisfactorily addressed, especially at Key Stage 1. Some shortcomings remain. At Key Stage 2, there is insufficient precision in the school's planning arrangements for art, geography and history. Plans do not ensure systematic progression in the teaching and learning of skills specific to these subjects. In information and communications technology, aspects of control and monitoring are planned insufficiently. Provision for pupils with special educational needs was deemed unsatisfactory; it is now satisfactory but still requires some attention. In contrast, the provision for English, mathematics and science is good. This is the result of highly effective curriculum development and planning, including very good implementation of the national literacy and numeracy strategies. The school is aware of the need to extend this successful practice more widely across the curriculum.
35. Overall, the school's provision is:
- good for children in the nursery and reception classes;
 - good for pupils in Years 1 and 2 (infants) and sound for those in Years 3 to 6 (juniors), overall;
 - good in English, mathematics and science for all pupils;
 - satisfactory for pupils' personal development;
 - satisfactory overall for pupils with special educational needs.
36. The curriculum for children in the nursery and reception classes was good at the time of the last inspection and remains so. Staff in the nursery and reception classes are aware of the 'stepping stones' which define children's progress through the new curriculum for the Foundation Stage. All six areas of learning are planned well and staff choose and organise interesting and relevant activities so that children learn effectively. The school's good provision is a strong factor which promotes children's good progress.
37. In the infants, there has been a sharp improvement in the quality of provision since the last inspection. Then, ineffective planning resulted in a failure to address the needs of all pupils and to teach key skills effectively. These weaknesses have been tackled successfully. Staff have concentrated on raising standards in literacy and numeracy and strengthening planning arrangements. Teachers have worked together well to identify key skills, useful in all subjects, which are planned and taught so that pupils build systematically on what they know as they move from class to class. The school has been highly successful in its use of a locally funded project to support teaching in mathematics. Pupils learn skills and how to apply them, not just in mathematics but also in art, design, literacy and science. Strong links with the locality also contribute well to the curriculum in history and geography, when staff include local people and places of interest so that pupils acquire skills of investigation in a relevant way.
38. The curriculum for the juniors, though sound overall, tends to be inconsistent and does not build as well as it could on the work done in the infants. The best quality provision is in English, mathematics and science where the impact of whole school planning and effective staff training has provided teachers with precise guidance in their planning. In contrast, the variability in pupils' achievement in other subjects is largely due to weak links in planning between the infants and the juniors. Teachers use nationally published schemes of work but there is no well thought through progressive and systematic development of pupils' knowledge and skills from Year 3 to Year 6, taking into account what has been taught and learned in Years 1 and 2. This is most evident in the teaching of art, geography and history. The mixed-age classes in the juniors add to the significance of this weakness because the planning is not adapted to take account of the different age groups. In information technology, there are still some gaps in planning, notably in monitoring and control, but these are included in the school's scheme. The school is aware of need to improve the curriculum for the foundation subjects and to monitor how it is taught in lessons. As in many schools, priority has been given to literacy, numeracy and science over the past two years.

39. Pupils with special educational needs in language development are well provided for and well supported; the school employs a part-time teacher and a group of learning support staff. Individual learning plans for these pupils are appropriate and reviewed regularly. Support from the local authority is good. Much of this development is recent and has not benefited some of the older pupils; for example, there is a small group of pupils in Year 4 who have very limited language competence. The extra help they now receive is enabling them to make appropriate progress. In general, good teaching and a very caring approach by teachers have masked weaknesses in the school's overall provision and its management of the curriculum. Pupils with emotional and behavioural needs are not always placed on the school's special needs register. When they are, the guidance for teachers in pupils' individual education plans is often not precise enough to be helpful.
40. The school's programme for personal and social development is sound but there is no up-to-date policy or scheme of work to draw together and maximise on the various aspects of current provision. There are valuable opportunities for pupils to consider important aspects of health, family life and the environment, including sex and drugs education, as part of their lessons or through locally organised schemes. There is a commitment to ensuring that all pupils are given equal access to the curriculum. Although there is repeated evidence in the school's recent national test results of boys outperforming girls at Key Stage 2 (this runs counter to the national trend), no indication was displayed during the inspection of this being an equality of opportunity issue.
41. Sport provides some effective links with the community, both through participation in local and regional sporting events and through the support of local organisations; for example, a local professional football club. The school's close relationship with the local parish adds to the enrichment of its curriculum and to the values and aims that this promotes. Links with the local business community make a significant positive impact on what the school provides. For example, links with a local firm strengthen the curriculum in the infants. Relationships with the local secondary school provide further curriculum enrichment in the form of access to their information technology facilities, drama workshops and science and technology activities. Overall, links with the community have a strong and positive influence in helping the school to achieve its aims.
42. Provision for pupils' spiritual development is good with some very good features. The aims of the school express a strong caring philosophy and commitment to a Christian education and way of life. This is reflected in the daily acts of worship which make effective contributions to the promotion of spirituality. The displays around the school further enhance pupils' spirituality by encouraging them to marvel at the wonders of nature, God and the world. Times for prayer and collective worship are used well for reflection and the celebration of achievements. An effective spiritual atmosphere is created when candles are lit and pupils listen quietly to well-chosen music. The curriculum also contributes well to the promotion of pupils' spiritual development. Pupils' delight in literature and their appreciation of humour gives a special dimension to literacy lessons. In science, pupils express wonder at finding shadows of different shapes and looking at intricate patterns in kaleidoscopes.
43. The school's provision for pupils' moral development is good. There is a strong Christian ethos to guide how everyone in the community behaves. The school promotes a clear understanding of right and wrong and the new, helpful policy helps pupils to understand the school's expectation of good behaviour. Teachers constantly remind pupils of the need to keep rules but there is an inconsistency between classes in the way rewards are given. As a result, unsatisfactory aspects of pupils' behaviour are not managed in a consistent way in all classrooms. 'Doing the right things' is promoted through awards given by the school to promote high attainment, positive attitudes and good attendance.
44. The provision for pupils' social development is good. Positive relationships are successfully promoted and pupils are encouraged to show consideration and sensitivity for the needs of others in the school, in the local community and the parish and throughout the world. They collect money for children in need. In most lessons, teachers provide opportunities for pupils to co-operate as they work in the classrooms. Good examples were seen in science, especially during investigations, and in English in group activities. The school promotes very good links

with the secondary school and pupils take part in a range of activities organised by the parish church. Sporting activities give pupils excellent opportunities to learn fair play and co-operation as team spirit is promoted. Links with prominent local teams promote a sense of pride, achievement and self-esteem in pupils.

45. The school provides a rich variety of extra-curricular sports activities but inspectors agree with parents that there is a narrow range relating to other interests. The school has plans to continue the very popular computer club and to introduce a choir. Pupils benefit from opportunities to perform in plays and musicals such as last year's production of 'The Time Machine' and they are looking forward to another performance this year. Pupils, especially those in Year 6, are given a good range of responsibilities. Prefects perform their duties diligently and ensure that pupils walk about the school in orderly lines. There are insufficient opportunities for pupils to show initiative, for example in devising class rules or in decision making. All pupils have equality of opportunity in the curriculum and in extra-curricular activities. Teaching and support staff follow the recently developed policy for equal opportunities effectively.
46. The overall provision for pupils' cultural development is satisfactory. The school celebrates appropriate festivals and saints' days from the Christian calendar. History lessons provide pupils with many insights into British culture and ancient civilisations and how they contribute to lifestyles and customs today. Pupils' enthusiasm is promoted when they dress in Victorian costume during discussions of ways of life in the eighteenth century. In geography, teachers use children's literature effectively to provide opportunities for pupils to understand the different ways in which people live. Pupils compare the culture and lifestyle of people in Manchester with those of the community on the Isle of Struay in Scotland. Music, both in lessons and in collective worship, contributes positively to pupils' cultural development. The school is aware of the need to enhance extra-curricular activities in music. Attractive displays raise pupils' awareness of a range of faiths and cultures, but multicultural education is weak and pupils are not prepared satisfactorily for life in contemporary British society. There are few visits or visitors so that pupils can ask questions and extend their understanding of different ways of life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. Procedures to ensure pupils' welfare and those for child protection are satisfactory. Personal support for pupils starts before children enter the nursery, with a visit from the head teacher to every home. This good care continues through nursery and reception classes and throughout the school.
48. There is a well developed notion of care and support throughout the school so that pupils enjoy coming and know that adults will listen to them. There is a clearly defined code of conduct so that pupils are aware of appropriate behaviour. Pupils are well supervised at play and at lunchtimes by a caring body of welfare and lunchtime supervisors, all of whom are suitably trained for the task. There is an adequate number of staff trained and certified to administer first aid when necessary.
49. There is satisfactory provision for child protection. The school has adopted the policy of the local Area Child Protection Committee and complies with all its requirements. All members of staff know the designated member of staff for child protection and are aware of the appropriate procedures and responsibilities. The governing body ensures compliance.
50. The school has effective measures to promote good behaviour, having recently introduced a new behaviour management policy. There is a clearly defined system of rewards and sanctions with which the pupils are familiar. There are, however, some inconsistencies in the application of the policy so that the school does not derive the full benefit of its implementation. There was no evidence of bullying during the period of inspection. Individual education plans for pupils with learning difficulties provide appropriate support for them to make good progress. Plans for pupils with behavioural or emotional problems are not sufficiently detailed so that progress can be made in a step-by-step way, with regular evidence of success.
51. The school has satisfactory processes to monitor attendance and absence. The school is particularly careful to record all unauthorised absence and has made good progress in reducing the incidence to 0.49 per cent. This is broadly in line with the national average for primary

schools in England. Despite these efforts and the resultant small rise in the attendance rate, much has yet to be done since the attendance rate remains well below the national average. Efforts to convince a minority of parents that regular attendance is an essential prerequisite for good and progressive learning have been only partially successful.

52. The school provides a safe and secure environment for all members of the school community. Regular audits of the premises are carried out and items requiring attention are noted and dealt with appropriately. Fire drills are regularly conducted and evacuation times recorded satisfactorily.
53. The school's procedures for assessing pupils' attainment and progress, judged satisfactory at the time of the last inspection, remain so. In the nursery and reception classes, assessment procedures are very good and staff make good use of findings to plan appropriate programmes of teaching in keeping with the stepping stones identified in national guidance. Children's attainment is assessed when they start the nursery and appropriate statutory assessments take place soon after children join the reception class. Records of children's achievements are passed on to the next teacher and staff discuss each child's progress.
54. In the infants and juniors, effective developments have taken place in English, mathematics and science. Termly teacher assessments, together with standardised assessments in reading, are recorded in individual pupil profiles and passed on to the next teacher. Similar records for other subjects are not kept. There is no consistent whole-school practice for assessing pupils' performance other than in English, mathematics and science. As a result, the use of assessment to help teachers with their planning is variable and some lessons are pitched at the wrong level.
55. In the core subjects of English, mathematics and science there is some good practice; for example, in the careful analysis of pupils' national test performances at the end of each key stage. From this analysis, the school generates very specific curriculum targets to be included in the subsequent year's planning for each year group. The use of assessment to track pupils' progress from their entry to the school to Year 6 is at an early stage of development. Recording systems are not yet effective enough to enable the school to set individual targets for pupils or groups within classes and monitor their progress towards meeting them. The school has made a good start by identifying pupils at the end of Year 5 who, with extra help, can reach the expected standards for eleven-year-olds by the time they leave the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school's partnership with parents is satisfactory; it has strengths and weaknesses. Parents feel that their children like school, make good progress and become mature and responsible. The fifteen parents who attended the pre-inspection meeting generally praised the school and the provision it makes for their children. Parents are welcome in school and those who respond become active partners in the education of their children. A significant number of parents do not respond to the school's efforts to reach out to them and this reduces the impact of their involvement on their children's learning. Parental response to fundraising activities is good and they support events in which their children take part.
57. School information is made available to parents through the school prospectus and the governors' annual report. These fulfil statutory requirements and give parents appropriate information. The school sends out letters about particular events but there is no regular newsletter to keep parents in touch with what is going on in the school. There is no overall school policy on how curriculum information and details of what is to be taught is communicated regularly to parents. In the nursery and reception classes, the school builds good links with parents, who are involved with initial assessments of their children's achievements and with support for early reading skills. In the infants, teachers inform parents of topics so that artefacts are brought into school to enhance teaching and learning. During the current history topic, parents have lent old household items which stimulate pupils' curiosity and help to develop their research skills.

58. Parents receive satisfactory annual reports on their children's progress towards the end of the summer term. The school is aware that these reports do not always let parents know what their children have to do to further improve their performance. A significant number of parents want to be more fully informed. They can arrange for an appointment to discuss their children's progress at any time of the year, but there is a long gap between the two parents' consultation evenings, held in the autumn and summer terms. Parents value the way they have been consulted on a variety of issues; for example, school uniform, the formulation of the home-school contract and the behaviour policy. The school has organised sessions to explain the arrangements for the introduction of the literacy and numeracy strategies. These, too are valued by parents and they have contributed positively to the successful introduction of the strategies over the past two years.
59. There is no formal homework policy in the school and parents express concern that homework is set irregularly and inconsistently across the school. Pupils take home spellings and reading. Opportunities are missed for closer links between school and home when teachers and parents record few comments in reading diaries.
60. Parents feel that there is a lack of activities organised by the school outside of lessons. Inspectors judge that there is good provision of sporting activities and a computer club has taken place, but there are no clubs for pupils to extend and widen their interest in other fields. The school has an appropriate, though limited, programme of school visits which are used to enhance pupils' learning in curriculum subjects.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school benefits from sound leadership and management. It has successfully addressed most of the key issues from the last inspection, especially in raising standards at the end of Key Stage 1 in English, mathematics, geography and history. The school has also improved standards in science at the end of Key Stage 2. The national strategies for literacy and numeracy have been implemented very successfully. The school has the capacity to improve further. The headteacher and senior staff have effectively drawn on the high level of external support to guide and focus its development in the aspects which needed improvement. Targets for national tests at the end of Key Stage 2 have been revised. The recruitment of teachers with good curricular knowledge and classroom skills has contributed to the improved levels of attainment for pupils at the end of both key stages.
62. The aims and values of the school are clearly outlined in the prospectus and they are reflected throughout the day. The behaviour policy has been successfully implemented in most classes and is understood by pupils and parents. The school has developed and is beginning to monitor its policy for equal opportunities to promote equality for all, regardless of gender, race, religion or culture.
63. Recent appointments and the restructuring of the senior management team provide the school with valuable opportunities to drive the school further forward. Communication between the infant and junior departments has improved and well-planned regular meetings of the team are beginning to have an impact on the school as a whole. The headteacher has managed the school effectively during the period of change until a permanent deputy headteacher was appointed. He recognises the need now for him to delegate responsibilities so that he has more time to share his expertise in the classrooms and ensure that teaching and learning are of a consistent high quality.
64. The headteacher has regularly monitored teaching and given teachers appropriate guidance which has been largely successful. Together with the subject co-ordinators, he has monitored the curriculum planning and ensured that the daily plans match the content of the termly plans. The newly appointed deputy headteacher, senior teachers and co-ordinators do not have the necessary time or remit to monitor the effectiveness of provision or the standards achieved by pupils in their subjects. This is essential if they are to be held responsible and accountable. Job descriptions are not all up-to-date, especially for those who have additional curriculum responsibilities. Improved standards and the new management structure provide the school with a good opportunity to review staff roles and include more formally those areas in which staff have made valuable contributions to the school's success.
65. The considerable skills of the school secretary are not drawn on effectively to incorporate

information technology into the administration of the school and release the headteacher to focus on educational issues. An unnecessary amount of time is spent on collecting, storing and retrieving information on activities such as recording pupils' attendance and academic progress. The leadership is aware that as new equipment becomes available, it should be used to the full.

66. The school is at a very early stage of planning for appraisal and performance management. and there is an appropriate system in place for its introduction and development. There are effective systems in place to support newly qualified teachers and the school has the potential for the initial training of teachers.
67. The governors are very supportive of the work of the school. The governing body fully meets its statutory obligations and produces a detailed report for parents each year. The chair of governors has developed a very well considered committee structure for dealing with all aspects of staffing, curriculum, buildings, health and safety and appeals procedures. Governors frequently visit the school and are fully aware of the school's strengths and weaknesses. There is a very strong commitment to improvement and success. The governors responsible for literacy and numeracy have been involved in the successful implementation of the national strategies. The governor for special educational needs has supported improvements in this area. Governor training is well managed so that members are aware of current educational developments
68. Meetings are held on a regular basis and a committee system is being increasingly and effectively used to discuss issues and policies before final ratification by the full governing body. Committees have clear terms of reference so that they conduct business efficiently. Governors are highly aware of the need for them to be actively involved in monitoring the work of the school. They are involved in setting priorities and monitoring progress towards them. Governors have a high level of commitment to equality of opportunity for all pupils. They express the view that pupils have only one chance to succeed in each year and that therefore each year must be a good one. The school monitors attainment by gender and the teaching staff has had in-service training on the subject of boys' underachievement. Under the dynamic leadership of the chair of governors, the contribution of the governing body to the school is good.
69. Separate infant and junior buildings provide satisfactory accommodation for the teaching of the curriculum. There are good areas for specialist teaching; for example, for information and communication technology in the newly completed computer suite and in physical education in two well-appointed halls. Classrooms are of a good size and some have useful spaces where support assistants can work with individuals or groups of pupils. There are library areas around the school buildings, strategically placed and stocked to serve the needs of pupils in adjacent classes. The accommodation is considerably enhanced by the effective use of displays. These celebrate pupils' work, reinforce their learning and raise their self-esteem. The school is kept clean, bright and well maintained.
70. Each of the buildings has an adjacent hard playground and there is a large grassed area for games and sports. The nursery has a secure play area with a satisfactory variety of play equipment. Provision for the disabled is satisfactory. The ground floor of the school can be made accessible to both pupils and adults who need wheelchairs; there are a small number of classrooms upstairs which are inaccessible.
71. The quality and quantity of learning resources to support the curriculum are satisfactory overall with deficiencies in history and in geography, especially in the juniors. There are sufficient resources and support staff to ensure that pupils with special educational needs have equality of opportunity to the curriculum. The provision overall is satisfactory.
72. The governing body, working closely with the headteacher, has been highly effective in overcoming the deficit budget, criticised in the last inspection, by prudent management of finance. There is now a surplus which is planned to support raising standards. Through their finance committee, governors are continually involved in the financial workings of the school. They have appropriately addressed all the points raised in the last auditor's report. Using regular, up-to-date budget statements, they have established good procedures to ensure that finances are used well to support school priorities. The school development plan has become an increasingly useful tool in the management of the school. The plan provides a clear focus for improvement but does not always give detailed financial costs. Nor does it give clear indications of how the headteacher or governing body are to monitor the effectiveness of developments and their impact on raising standards. Specific financial grants, for example those for literacy and numeracy, have been

used efficiently to target improvement, with good results.

73. The headteacher and secretary manage the day-to-day financial procedures of the school satisfactorily. Effective systems ensure that the school runs smoothly and that money is handled securely. There are sound procedures for monthly checks on expenditure and for secure cash processing which provide a satisfactory level of internal control. Separate accounts are kept for private funds that are audited annually. The school applies the principles of best value when buying supplies and equipment or employing services. Other day-to-day administrative procedures are effective and the secretary works in an efficient, calm and professional manner to support the work of the school and allow classroom teaching and learning to be uninterrupted. New technology is not used sufficiently for the collection and recording of financial, register and assessment information.
74. Overall, taking account of children's low levels of attainment when they start school, the high standards achieved by eleven-year-olds in the basic subjects, the overall good quality of teaching and the level of expenditure per pupil, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school.
- (1) Improve the contribution of the senior management team and subject co-ordinators by:
- delegating responsibilities more clearly;
 - providing more opportunities for monitoring in classrooms.
(Paragraphs 14, 28, 38, 64, 112, 123, 129, 134, 139, 140, 152)
- (2) Improve the quality of teaching for younger junior pupils, particularly in the mixed-age Year 3 and 4 class, by:
- matching work more closely to pupils' needs;
 - regular monitoring of teaching and learning in the classrooms;
 - sharing the good practice which exists in the school.
(Paragraphs 12, 16, 24, 26, 29, 54, 110, 111, 128, 145, 151, 156.)
- (3) Improve curriculum provision in art, geography, history and information technology at Key Stage 2 by:
- building systematically on skills and knowledge taught in the infants;
 - planning pupils' acquisition of skills and knowledge in a progressive and systematic way from Year 3 to Year 6;
 - providing effectively for pupils in mixed-age classes.
(Paragraphs 14, 34, 38, 125, 129, 146)
- (4) Improve partnership with parents by:
- creating a homework policy in partnership with parents and monitoring its effectiveness regularly;
 - building on the good practice which exists to give parents more information about what is being taught and learned in school;
 - reviewing procedures for letting parents know about their children's progress.
(Paragraphs 33, 56-60, 101)
- (5) Improve individual education plans for pupils with behavioural or emotional needs by:
- including more specific targets which support pupils and include advice for teachers.
(Paragraphs 15, 31, 39, 50)

OTHER AREAS WHICH GOVERNORS SHOULD CONSIDER FOR INCLUSION IN THE ACTION PLAN:

76. These are:
- The school should continue monitoring attendance and working with parents whose children do not attend regularly. (Paragraphs 21, 22, 51)

- Provision of extra-curricular activities is in need of review. (*Paragraphs 46, 60*)
- New technology is not used sufficiently in the management of the school. (*Paragraph 65*)
- Policies for pupils' personal education, including multicultural education, are in need of review. (*Paragraphs 40, 46*)
- Safe landing surfaces in the nursery are in need of improvement. (*Paragraph 90*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	25	40	25	6	1	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)	39	223
Number of full-time pupils eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	6.9
National comparative data	5.4

Unauthorised absence	%
School data	1.7
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	14	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	15	15
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	87 (73)	90 (93)	90 (91)
	National	83 (82)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	15	15	15
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	90 (80)	90 (93)	94 (91)
	National	X (82)	X (86)	X (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	31	18	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	31
	Girls	17	16	18
	Total	40	43	49
Percentage of pupils at NC level 4 or above	School	82 (78)	88 (86)	100 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	23	27
	Girls	13	14	17
	Total	26	37	44
Percentage of pupils at NC level 4 or above	School	53 (65)	76 (61)	90 (73)
	National	X (68)	X (69)	X (75)

Percentages in brackets refer to the year before the latest reporting year. X = figure not known at time of writing

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	258
Any other minority ethnic group	1

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	15	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.69
Number of pupils per qualified teacher	20.9
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	49

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A

Total number of education support staff	3
Total aggregate hours worked per week	97.5

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

Financial information

Financial year	1999/2000
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	£
Total income	528,763
Total expenditure	496,822
Expenditure per pupil	1,762
Balance brought forward from previous year	15,625
Balance carried forward to next year	47,566

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	56	36	6	0	2
Behaviour in the school is good.	34	45	6	6	8
My child gets the right amount of work to do at home.	17	36	25	14	8
The teaching is good.	58	33	8	0	2
I am kept well informed about how my child is getting on.	28	47	19	6	0
I would feel comfortable about approaching the school with questions or a problem.	53	30	16	2	0
The school expects my child to work hard and achieve his or her best.	56	31	6	2	5
The school works closely with parents.	23	44	27	3	3
The school is well led and managed.	30	47	8	9	6
The school is helping my child become mature and responsible.	36	55	5	3	2
The school provides an interesting range of activities outside lessons.	20	22	30	9	19

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. Children under six years old are taught full-time in the nursery and then in the reception class. Children enter the nursery with a wide range of levels of learning. Overall attainment is below expectations in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In physical and creative development, children attain at levels normally seen for their age, but a significant minority lack appropriate fine motor control for writing and drawing. Attainment on entry has declined since the last inspection. The school has embraced the recently introduced curriculum for the foundation stage very positively and all staff are aware of the 'stepping stones' of children's development between the ages of three and six. Despite making good progress in both classes, children do not meet the nationally agreed early learning goals in communications, language and literacy and mathematics by the end of the foundation stage. In other areas of development, they do achieve the goals.

Personal, social and emotional development

78. Children enjoy coming to school in both classes and they soon follow routines and join in activities with enthusiasm. In the nursery, good adult support enables children to acquire independence in personal hygiene and dressing skills as they prepare for outside play or get ready for painting activities. At first, some children find it difficult to play together and share equipment fairly, but they are guided and supported well and soon learn to be considerate for one another. Their self-control strengthens and they gradually develop a knowledge of what is right and what is wrong. As they play together in 'Three Bears' House', children become more aware of how to play co-operatively so that everyone is happy. Staff help all children to become valued members of the community and children are supported well as they transfer to the reception class. They adapt confidently to the brisker pace of lessons and maintain the happy atmosphere by responding well to the simple but clearly explained classroom rules. Children become increasingly independent and their secure self-esteem and good levels of attention help them to acquire skills, knowledge and understanding at a good rate. In both classes, staff are firm, sensitive and fair as they insist on good behaviour and encourage children to concentrate and persevere with tasks. Children respond well and become enthusiastic learners. In both classes, teaching and relationships in this area of learning are good.

Communication, language and literacy

79. In the nursery, children gradually learn to settle down quietly and listen attentively in story time. They enjoy saying rhymes and joining in the repetitive sections of stories. A significant number of them lack appropriate speaking skills to express their ideas. By the time they join the reception class, children begin to use appropriate vocabulary, particularly in mathematics and literacy lessons. In both classes, staff provide a wide range of opportunities for all children to talk, communicate and extend the range of their vocabulary in a widening range of situations. Staff listen to the children considerately, engage with them and show interest in what they have to say. Children in the nursery made good gains in learning when a nursery nurse talked with them about teddy bears, one of which was very old. She encouraged them to look at a history book and talk about the pictures. Most children handle books and turn pages carefully and enjoy talking about the pictures. In both classes, children gradually gain understanding of how print carries meaning and that it is read from left to right. By the time they leave the reception class, children begin to blend sounds together to form words and higher attaining children confidently read simple books with repetitive texts. There is a good range of attractive story and non-fiction books in both classes and children develop a love of literature which makes them want to learn to read. Good teaching of letter sounds and shapes begins as soon as children start the nursery. Higher attaining children recognise letter shapes and sounds by the time they are five. Most children write their names before they move to the reception class, but their writing is often poorly formed because of poor pencil control. This improves and is satisfactory for most by the time children move to Year 1, but a significant minority still need constant supervision to ensure that they hold pencils properly. Children are encouraged to think of themselves as writers from an early age. In both classes, staff provide writing areas where children can make marks and practise their writing. A few higher attaining children in the reception class write simple sentences and show a clear

sense of narrative by the time they move to Year 1. The good quality of teaching in communication, language and literacy in the nursery and reception classes contributes well to the children's good progress, but most do not reach the standards expected for their age by the time they are six.

Mathematical development

80. In the nursery, children join in number rhymes and songs with understanding. By the time they join the reception class, they count confidently to ten and understand the value of numbers to five. Teaching is good and staff use every opportunity to develop mathematical language and ideas throughout the day, during stories and discussion times and in very well prepared practical activities. Children have a wide range of sorting and matching experiences and develop an appropriate vocabulary to express size, shape and colour. As they play purposefully with sand and water, children develop mathematical language such as 'full' and 'empty'. They fill and empty containers as they play with sand and water and know when they need more or have too much. By the time they leave the reception class, children count to 20 and understand the concepts of needing more or less to make a given number of objects. They develop an awareness of addition and subtraction and know that much bigger numbers are used in everyday life. Most children in the foundation stage make good progress in mathematical development because of the good teaching and appropriate emphasis on practical activities and the development of mathematical language.

Knowledge and understanding of the world

81. Children develop their knowledge and understanding of the world effectively through well-structured activities in both classes. In the nursery, teaching is good and children develop early investigative skills as they watch to see how objects float or sink. They push and mould sand into different shapes and look carefully at leaves. In the reception class, children gain a deeper understanding of the passage of time as they see changes in their own growth and experiences. The teaching is good and children are given opportunities to solve problems, predict and pose questions. They look at shadows and try to make them bigger. Greater awareness of plant growth develops as children investigate to see what happens if they deprive plants of water or light. The good provision of construction kits and building blocks helps children to gain appropriate levels of skill to build, construct and join materials together. In both classes, children explore and find out about their environment. They go for walks to local places of interest and enjoy visits from members of the local fire and ambulance services. In the reception class, children look back on their own lives and learn about their families. They develop an understanding of the wider world and become more aware of how other people live and work. Computer skills develop appropriately as children confidently move images on the screen and explore simple number games.

Physical development

82. In the nursery, children run, jump and balance with satisfactory levels of control and co-ordination. They ride wheeled toys confidently and use sand and water-play tools appropriately. Physical development is fostered through a good range of indoor and outdoor activities. Good planning and teaching ensures that children become increasingly aware of what they need to do to be healthy. Recent improvements in the provision of equipment give children good opportunities for outdoor play. Children in the reception class join with older pupils at playtimes and there are planned opportunities for them to use the outdoor play facilities in the nursery. They show increasing awareness of space as they move about in the classrooms and the open work areas. No physical education lessons were seen for the reception class during the inspection, therefore no judgement could be made on teaching. In science lessons, they learn about parts of the body, healthy foods and the importance of exercise. In both classes, children build effectively with large construction kits and bricks. In the nursery, children increase their levels of manipulative control as they play with malleable materials and are involved in cooking, painting and drawing activities. A significant number of children have underdeveloped control of pencils and scissors for writing and cutting by the time they join the reception class. Although most children acquire satisfactory levels of skill by the time they move to Year 1, a significant number do not. Good planning, provision and adult support for all activities enhances the children's progress.

Creative development

83. In both classes, children use a wide variety of media, including paint, crayons and collage, to make pictures with a range of textures. Children explore their feelings and develop their imagination. In the nursery, children investigate texture and colour to make large collages of animals after listening to a poem. They create bright patterns as they print with a range of objects and their paintings are bold and colourful. In the reception class, art work is used well to enhance other subjects. Children illustrate their written work with lively drawings. The children in the nursery sing well. They develop a growing repertoire of number and action songs and follow the teacher's actions well. Musical skills are developed as children play percussion instruments. Children gain understanding of how sounds are made as they make shakers from plastic cups and lentils. In the reception class, children know a good range of songs from memory, and they sing tunefully and listen well with older pupils in assemblies. In the role-play areas, children create situations and imagine themselves as parents who have to cook and care for the family. Throughout the day, teachers in the nursery and reception classes organise activities well and teaching is good. Children with special educational needs benefit greatly from this aspect of the curriculum.
84. The quality of teaching for children in the foundation stage is good overall, with evidence of excellent teaching with a lovely, lively approach in the reception class. Teachers, nursery nurses and classroom assistants are enthusiastic and encouraging. Relationships between staff and children are very good and the very good management of children produces a stable atmosphere conducive to learning. In both classes, teachers have high expectations of good behaviour and children are encouraged to persevere with activities. There is sensitive support for pupils with special educational needs. Staff work very well together as a team which is led effectively by the recently appointed co-ordinator, who teaches in the infant department. All staff have a very good understanding of the needs of young children and all are involved in teaching. The stepping stones of children's development are provided for very well and learning is promoted through practical activities.
85. There is a very good variety of directed activities and others which children confidently choose for themselves. Learning objectives are clear, and resources are appropriately identified. There is good use of learning resources in the foundation stage and staff are deployed thoughtfully to support all children. Resources are satisfactory in both classes and they are gradually being enhanced to support the new curriculum. Soft landing surfaces under the nursery climbing equipment are in need of refurbishment.
86. Since the last inspection, good provision has been maintained for children in the early years.

ENGLISH

87. Standards have improved in the infants since the last inspection, when they were unsatisfactory. Throughout the school, the teaching of language and literacy underpins work in all subjects so that speaking and listening, reading and writing are continually reinforced.
88. In the 1999 national tests for eleven-year-olds, the school's results were:
- average compared to all schools nationally;
 - above average compared to schools with similar intakes;
 - close to the average for the percentage of pupils reaching the nationally expected standard for eleven-year-olds;
 - below average for the percentage of pupils exceeding the nationally expected standard.
89. Results in the year 2000 show further improvements and the school's target, set with the local education authority, has been exceeded. On the evidence of the current inspection, the trend of improved achievement is set to continue this year. The school's very effective implementation of the national literacy strategy and the improved quality of much of the teaching and planning have had a very positive effect on raising standards.
90. In the national tests for seven-year-olds in 1999, the school's results in reading were:
- below average compared to all schools nationally;
 - above average compared to schools with similar intakes;
 - well below average for the percentage of pupils reaching the nationally expected standard for seven-year-olds;

- close to the average for the percentage of pupils exceeding the nationally expected standard;
91. In writing, the school's results were:
- well above average in comparison with all schools nationally;
 - well above average in comparison with similar schools.
 - above average for the percentage of pupils reaching the nationally expected standard for seven-year-olds;
 - well above average for the percentage of pupils exceeding the nationally expected level.
92. In the tests for the year 2000, pupils' performance at the higher Level 3 dropped, but they improved at the expected Level 2 or above in reading and were maintained in writing.
93. Inspection findings concur with test results. Overall standards are broadly average for seven and eleven-year-olds. The school's success in raising standards dramatically over the four years from 1996 to 1999 reflects its very positive implementation of the national strategy for literacy. In the 1999 tests, boys achieved slightly better than girls at eleven, but at seven, girls achieved slightly higher standards than boys. During the inspection, no significant differences were noted. The school has worked hard, particularly with 'booster' support in Year 6, to improve standards of boys' attainment by the time they leave the school. Robust analysis of results in national tests is used effectively to identify areas of weakness which are addressed conscientiously by teachers. The attainment of seven-year-olds has improved since the last inspection. Teaching of these younger pupils has improved and they make better progress.
94. By the time pupils are seven and eleven years old, they achieve average standards in speaking and listening. They speak openly and helpfully to visitors. Teachers usually ensure full concentration at the start of lessons so that pupils listen well, make good gains in learning and know what to do. The school's behaviour policy helps pupils to understand from an early age that they should not to call out in whole class discussions. This has a positive effect and most pupils respond well. Most listen to each other considerately and realise they can learn from one another. For example, pupils in the infant classes looked at old household items and tried to work out what they were used for. Good teaching helps pupils to develop an increasing vocabulary to express their ideas in all subjects. By the time they are eleven, most pupils say clearly what they notice, feel, think and remember. They justify and give evidence for their own views; for example when they discuss whether statements are fact or opinion. Speaking and listening skills develop well in reading sessions because teachers use interesting books and question pupils skilfully. Pupils have opportunities to speak to a wider audience when they perform in school concerts or read in church.
95. In the infant classes, the skilled teaching of letter sounds and patterns enables nearly all pupils to read simple text by themselves by the time they are seven. Few, however, use books confidently to find information. Pupils are encouraged to read their own writing and sometimes they spot little mistakes or notice that they have left something out. Recently enhanced resources motivate pupils to want to read. Pupils take a lively interest in the characters and use illustrations to help with their understanding of the story. The school is using an increasing amount of non-fiction texts to help pupils to read for information. From a low start, pupils achieve well. Higher and average attaining pupils use alphabetical order to find meanings and some spellings in simple dictionaries. Teachers stimulate pupils' attention with attractive and informative displays so that there is a consistent 'reading atmosphere' in which pupils learn effectively from signs, labels and worksheets. Information technology is used effectively to reinforce the learning of letter sounds and most pupils follow simple directions on computer screens.
96. By the time they are eleven years old, most pupils develop an effective variety of strategies to find the meaning in texts. They break down words into syllables and higher and average attaining pupils pick up small clues to discover fuller meanings. Most pupils recount the significant ideas, events and characters in stories. Reading skills are developed effectively in other subjects; for example, pupils study texts in science when they learn about food chains. In the literacy hour, pupils read together from enlarged print. This benefits less able readers by encouraging pace and expression. The study of vocabulary and sentence structure in texts gives valuable practice to enhance reading comprehension and enrich writing activities. Links with the local public library are very good and pupils are encouraged to join. Staff from the library come to read stories to the pupils. Although the school has a growing amount of good quality children's novels, these are not used sufficiently as part of the school's reading scheme to maximise on the love of reading

expressed by many pupils. Pupils use the school library effectively to find books and there is good teaching of skills to skim and scan texts effectively to track down information from books and CD-ROMs.

97. Most seven-year-old pupils form letters carefully, write on the lines and space words out appropriately. Higher attaining pupils make the move to joined-up writing confidently. Pupils write in sentences with capital letters and full stops. Thorough teaching of letter shapes and patterns helps most pupils to achieve good standards of spelling. Teachers encourage pupils to learn and practise weekly spelling lists at home. Pupils write for a good range of purposes; they write stories, accounts of their holidays, letters, poems and descriptions of what to do. For example, some pupils wrote a list of instructions describing how to make a cup of tea and others wrote recipes explaining how to make a pizza.
98. Eleven-year-old pupils use a widening vocabulary to create a sense of narrative, pace and atmosphere in their stories. Regular practice in the conventions of writing in English helps pupils to punctuate and construct different types of sentences with increasing skill. Planning and drafting of work is secure for higher and average attaining pupils. They organise imaginative stories and poems effectively, using paragraphs, speech, description and narrative to achieve particular effects. As they wrote 'spooky' stories, pupils in Year 6 created an atmosphere of fear and anticipation. Pupils practise and use a good number of forms of writing; for example, poems, stories, eyewitness reports, persuasive letters and drama scripts. They wrote appropriately sharp letters of complaint to the manager of a theme park about the high price of soft drinks and composed lively scripts for an imaginary interview with a famous footballer. Pupils' writing benefits from the regular weekly learning of spellings.
99. Pupils' attitudes, behaviour and personal development in English are good. The structure and routines of the literacy hour help pupils to know that tasks have to be completed in a given time. This creates a sense of purpose, and most pupils respond well. They take care with the presentation of their work and most work at a good rate during lessons. A few are easily distracted but teachers work hard to encourage them and get them back on track. In discussions, most pupils are keen to contribute. This reflects the teachers' good choice of interesting books and topics. Nearly all pupils find increasing personal satisfaction in reading as they grow older. There is an atmosphere of enthusiasm in reading groups as pupils and teachers explore texts together.
100. The quality of teaching and learning observed was good overall. Of the thirteen lessons seen, five were judged to be very good, five were good and three were satisfactory. Very good lessons were characterised by high levels of interaction between teachers and pupils so that learning was carried forward at a stimulating pace. Teachers engaged with pupils, listened to them, questioned them and helped them to build systematically on earlier learning. Very good teaching, with probing questions and high expectations, enabled higher attaining pupils in Year 4 to improve their skills in using dictionaries. In the lesson they became more proficient at using the second and even the third letter of words to find words quickly. The school makes good use of national guidance for the literacy hour and teachers' lesson plans are good. Most lessons move at a brisk pace and teachers expect pupils to complete the set work. In the best lessons, teachers expect high levels of concentration and make good use of support staff, resources and information from assessments.
101. In a few lessons, expectations of what pupils can do are not high enough and explanations, discussions or practice at the beginning of lessons are sometimes too drawn-out so that pupils become restless. Teachers throughout the school use every opportunity to reinforce and extend pupils' vocabulary and literacy is developed well throughout the school to support other subjects. In Year 6, where expectations are high, pupils confidently use words such as 'definition', 'glossary' and 'factual'. Teachers' assessments of pupils' attainment are becoming more accurate as the school procedures improve. Throughout the school, patient and persistent teaching of pupils with special educational needs helps them to make good progress in most lessons. Increased support from the local education authority over the past two years has had a very positive impact on pupils' learning and this is followed through with well-focused support teaching from school staff. Additional learning support to lift the attainment of pupils whose performance was just below average proved successful in the national tests in the year 2000. Reading diaries are not used consistently, with helpful comments to guide parents and involve them in their children's learning at home.

102. Leadership and management of the subject are very good. The co-ordinator for the subject has guided and supported her colleagues very well. She has monitored classroom provision and helped to share good practice so that teachers' strengths are shared with others. Links between the infant and junior classes have improved. Staff work closely together as a team and as a result, the school has improved areas of weakness. Assessment procedures have been drawn together so that there is a clear pattern which is beginning to help the school to track individual progress and set targets which are shared with each pupil. Teachers are able to make more accurate assessments of what pupils can do. Resources have been enhanced and organised well so that books and teaching aids are readily accessible to staff and pupils. Governors are well informed of current issues concerning literacy. They have supported the school well during the implementation of the literacy hour and are firmly committed to continued improvement.

MATHEMATICS

103. Standards have improved since the last inspection, though not consistently. Up to 1998, the school's performance in the national tests was consistently low for both the younger and older pupils. In 1999, there was a sharp improvement which was maintained in the 2000 national tests. In both years, standards were above the national average. Overall, this improvement is endorsed by the current inspection findings. By age 11, the vast majority of pupils achieve well in mathematics. However, this good progress is not consistently achieved from class to class in the juniors.
104. In the 1999 national tests for eleven-year-olds, the school's results were:
- above average compared to all schools nationally;
 - well above average compared to schools with similar intakes;
 - well above average for the percentage of pupils reaching the nationally expected standard for eleven-year-olds;
 - above average for the percentage of pupils exceeding the nationally expected standard for eleven-year-olds.
105. The school's performance in the 2000 national tests was of similar standard. On the evidence of the current inspection, the trend of high achievement is set to continue this year.
106. In the national tests for seven-year-olds in 1999, the most recent for which national comparative data is available, the school's results were:
- well above average compared to all schools nationally;
 - very high compared to schools with similar intakes;
 - close to the average for the percentage of pupils reaching the nationally expected standard;
 - well above average for the percentage of pupils exceeding the nationally expected standard for seven-year-olds.
107. These high standards were maintained in the 2000 national tests. As in the 1999 tests, more than one in three pupils exceeded the national standard for seven year olds. Given the low base from which many of them start, their achievement and progress is impressive. On the evidence of the current inspection, standards are not quite as high amongst the present Year 2 cohort of pupils which has a larger than usual proportion of children with special educational needs. Also, the timing of the inspection so early in the school year means that these pupils are not much more than half-way through the key stage. That they are already achieving standards in line with those expected nationally for their age puts them on track to match the national test performances of previous cohorts.
108. Three major factors have guided and shaped the school's improved performance since the last inspection. First, the very effective implementation of the national numeracy strategy, including very good quality support and guidance from the local authority. Second, the improved quality of much of the teaching and planning, and third, the improved monitoring of performance and the high profile enjoyed by mathematics in the school.
109. By the time pupils are seven, around two-thirds of the pupils have sound or better number skills. They work confidently with numbers up to 100 and beyond; they know their two, five and ten times tables. They are good at mental arithmetic. In contrast, there are a significant number of pupils still struggling to acquire adequate number skills. Language difficulties are a factor here. These

pupils receive good support and make sound progress. Evidence from the completed work of last year's cohort indicates consistently high standards and good progress. Pupils understand simple fractions, measure in centimetres and in litres, recognise the major shapes, identify right angles and perform simple addition of money. Pupils display good practical skills. Much of their learning is set within a locally sponsored mathematics project which links the development of basic skills to practical contexts; for example, through an imaginary shop which provides the setting for pupils' work in money, time, capacity, shape and data-handling.

110. By the time they are eleven, the vast majority of pupils continue to make good progress and achieve well. By Year 6, the average and higher-attaining pupils have good number skills. They add, subtract, multiply and divide large numbers; they know their multiplication tables and enjoy the challenge of mental arithmetic. The lower-attaining pupils are well motivated and make good progress by age eleven. Where the teaching is less effective, pupils do not make the progress in lessons of which they subsequently show that they are capable. Evidence from the work of last year's Year 6 pupils indicates good standards in all aspects of the subject, including knowing how to generate spreadsheets on the computer. They successfully apply their data-handling skills in their science work; for example, using frequency graphs in Year 5. In other subjects, such as geography, there is no evidence from pupils' completed work that they make use of their numeracy skills.
111. Overall, the quality of teaching is good at both key stages. Lessons seen in the Year 2, 4, and 6 classes were of particularly high quality. One unsatisfactory lesson was observed in the juniors. The rest were satisfactory. Very successful implementation of the national numeracy strategy gives teachers an increased confidence in their mathematics teaching. Higher standards of learning result from this in most classes. In the best lessons, the learning objectives are absolutely clear and shared with, and understood, by pupils. Persistent use of the term "we", particularly in the Year 4 and 6 classes, strengthens pupils' feeling of being valued and their efforts celebrated. Levels of productivity are high and there is real buzz in these classrooms. Where teaching could be improved, particularly in lessons at the lower end of the key stage, teachers' lesson objectives are not clear enough. Lack of clarity slips into lack of challenge and the opportunity for pupils to become distracted. The management of pupils' behaviour takes over as the central feature of such lessons. Rates of progress and levels of achievement during these lessons decline accordingly.
112. Effective management has been the key to taking the subject forward so successfully since the last inspection. Detailed audits ensure that the curriculum is regularly and effectively evaluated and action taken to remedy weaknesses; for example, in the establishment of annual curriculum targets. Systems for tracking pupils' progress throughout their time in the school are not as well developed. Although the school has appropriate procedures in place for assessing pupils' attainment and progress, it has not yet developed these into school-wide monitoring arrangements for the purpose of setting targets for groups and individual pupils. Identified as the next step in its development planning, this reflects the school's commitment to self-evaluation and its capacity to raise standards even further.

SCIENCE

113. Standards in science are good overall but they are higher for eleven-year-olds than for seven-year-olds. The attainment of pupils aged seven is in line with the national average with particular strengths in investigations and knowledge and understanding of materials. The main contributory factors to pupils' attainment, confidence and quality of learning are the good quality of teaching, leadership and management and target setting.

114. In the 1999 national tests for eleven-year-olds, the most recent for which national comparative data is available, the school's results were:
- well above average compared to all schools nationally;
 - very high compared to schools with similar intakes;
 - above average for the percentage of pupils reaching the nationally expected standard; for eleven-year-olds;
 - well above average for the proportion of pupils exceeding the nationally expected standard.
115. This represents a significant improvement since the previous inspection and reflects the generally upward trend in standards in science since 1996. The school's performance in the 2000 national tests was of similar standard. On the evidence of the current inspection, the trend of high achievement is set to continue this year. Work observed during the inspection, in the analysis of pupils' work and during lessons, confirms these high levels for the present Year 6 pupils and those in the Years 5 and 6 class.
116. In the teacher assessments for seven-year-olds in 1999, the school's results were:
- average compared to all schools nationally;
 - above average compared to schools with similar intakes;
 - average for the percentage of pupils reaching the nationally expected standard for seven-year-olds;
 - above average for the percentage of pupils exceeding the nationally expected standard.
117. There were particular strengths in pupils' skills in investigations, knowledge of materials and understanding of living things. The work seen during this inspection shows that the pupils currently in Year 2 are on course to achieve similarly high standards.
118. Throughout the infants there is a very strong and consistent emphasis on investigations with many opportunities for pupils to use equipment. As a result, pupils confidently test, observe, predict and discuss their findings. Investigations were of a high quality when pupils in Years 1 and 2 contrasted what they could see in light and in darkness. They looked through kaleidoscopes and compared the bright patterns in the light with none in the dark. Another group identified a wide range of sources of light such as lamps in their homes and candles used in collective worship. They knew that many objects which emit light also emit heat. Pupils cast shadows of different shapes and sizes by shining a light on a beaker from different angles. This challenging lesson was a result of good curriculum planning and imaginative teaching. By the end of Year 2, pupils have covered a wide range of topics in science. They look at a wide range of materials and sort them according to their properties. Pupils gain understanding of forces and can explain the effects of pushing and pulling toy cars or stretching elastic. They understand that heat can cause change in materials. Pupils have a good knowledge and understanding of living things. They classify plants, insects and amphibians according to physical characteristics and habitats. They understand how humans change and grow and name the external parts of the human body. They name and understand the purposes of most parts of a flowering plant and compare the life cycles of plants, frogs and birds. Because of good planning, pupils have good levels of attainment in both the Year 2 class and the mixed Year 1 and 2 class.
119. By the time they are 11 years old pupils achieve levels of attainment above the national average in all aspects of science, including investigations which is a particular strength, and reflects good progress from the end of the infants. These high standards are exemplified in pupils' knowledge of the bones of the human skeleton and the purposes of the skeleton. They know the scientific names of the major organs of the human body and that humans and other animals have skeletons for support and muscles for movement. They understand the reasons for exercise and a healthy lifestyle, especially in terms of physical activity, diet and the dangers of alcohol.
120. Pupils describe differences between the properties of various materials in terms of their insulating or heat conducting properties, or magnetic and electrical effects. They use their knowledge of materials when separating mixtures by processes such as dissolving, evaporation and magnetism. Most pupils in Year 6 explain in precise detail how to separate a mixture of salt, sand, marbles and iron nails. Pupils understand the apparent movement of the sun, know that day and night occur because of the earth spinning on its own axis and explain the formation of shadows and the concepts of a month and a year in detail. The quality of learning is good overall apart from the pupils in Year 3 and in the mixed Year 3 and 4 class. The quality of learning is very good in some lessons and is directly related to the quality of teaching. Progress is equally good for pupils of all abilities including higher attaining pupils and those with special educational

needs. Towards the end of Key Stage 2 there is very good development of learning from pupils' abilities to observe and record results to planning their own investigations. This results in pupils understanding how to conduct a fair test in many aspects of science. Throughout both key stages pupils' literacy skills are well developed in the use of accurate scientific vocabulary and their ability to write for different purposes ranging from lists of resources needed, tables of findings and recording experiments. Numeracy skills are not developed as well. For example, pupils use bar charts, compare measurements and occasionally compare patterns of different graphs, but there is insufficient extended use of numeracy. Information and control technology is not incorporated into pupils' scientific learning to a satisfactory level.

121. Pupils are very interested in science. They enjoy their lessons, answer enthusiastically and investigate confidently. Most pupils concentrate well, work well both in groups and independently, and use observations and predictions profitably when making judgements.
122. The quality of teaching is good overall. Particularly good features are teachers' knowledge and understanding, curriculum planning, confidence in guiding pupils' investigations and high expectations. In the best lessons teachers encourage pupils to work at a very brisk pace, constantly reminding them about accuracy and challenging their opinions. Teachers organise a wide range of appropriate resources to increase the effectiveness of their teaching. Care is taken in all lessons to ensure that pupils understand newly acquired scientific skills. Practical sessions are nearly always well organised so that little time is wasted and pupils understand the purposes of their investigations and the results. Teachers assess pupils' levels of understanding by high quality questions and use the results effectively when planning the next stage of learning. Health education is effectively incorporated into the science curriculum.
123. A significant contributory factor to high standards is the good leadership and management of the subject. The co-ordinator has diligently used national guidance to produce a well considered and progressive curriculum plan. This provides clear guidelines for all teachers and is supported by a simple lesson-planning format which helps teachers to identify and organise investigations effectively. In order to maintain high standards, the co-ordinator regularly monitors pupils' work in their books and in displays. She is not sufficiently involved in the monitoring of teaching and learning in the classrooms, nor is she given appropriate control over the finance for the subject.
124. Science contributes well to pupils' spiritual, moral and social development. Pupils express wonder during experiments, they are concerned for accuracy and fairness in testing and they work well together and make good relationships as they share opinions and resources.

ART

125. Evidence from three lesson observations in the juniors, pupils' completed work, displays in classrooms and corridors, discussions with pupils and teachers' planning indicate that standards of attainment at the end of both key stages are broadly typical for seven and eleven-year-olds. Although pupils have made sound progress by Year 6, they do not make consistent progress. This is the result of weaknesses in curriculum planning and inconsistencies in the quality of teaching. In the last inspection report, pupils were reported as making good progress. This is not the case currently.
126. In the infants, pupils successfully paint, draw and use different materials to make pictures and designs. By the age of seven, extension of these skills results in some high quality work; for example, the Lowry-style studies work which capture movement and feelings of expression. Pupils' drawings of a street scene, executed in pencil and wax crayon, reflect a good appreciation of scale and proportion. Observational drawings of vases indicate that pupils are beginning to be aware of line, tone and depth in their work. Pupils use the computers to create colourful patterns and then save and print their work. Overall, pupils make good progress to this point.
127. In the juniors, this progress is not consistently maintained. There is little concentration, for instance, on developing pupils' observational drawing skills until Year 5. Pupils then systematically learn how to use different media, pencil, chalk, charcoal, paint and crayons to produce different effects in their work; for example, colour blending in their studies of trees and the use of line, tone and shape in their vase paintings. In Year 6, these skills are extended in pupils' drawings of willow twig drawings, using three different shades of chalk. In Year 5, pupils gain

awareness of how famous artists such as Picasso achieve particular effects and styles in their work. In Year 6, they use this experience to discuss the qualities of mood in the way artists represent facial expression. In contrast, most of the work on patterns, produced by the youngest junior pupils, was of a lower standard than that achieved by the same pupils in the previous year.

128. Of the lessons observed, one was good, one was satisfactory and one was poor. No teaching was seen in the infants. Evidence from teachers' plans and pupils' work reflects the inconsistencies noted in pupils' learning and achievement. Good teaching occurs when teachers have secure subject knowledge and planning takes account of what pupils already know and can do. This is evident in the planning and provision for pupils in the infants and in Years 5 and 6. Elsewhere, the quality of teaching and learning is uneven. In the Year 4 class, while the overall quality of teaching was good, its effectiveness was hampered by the limitations of pupils' design skills. In general, teachers do not make sufficient use of the sketch books to develop such skills. The good start made in this respect at Key Stage 1 is not appropriately followed up until Year 5. In the unsatisfactory lesson seen, pupils' learning was seriously interrupted by the poor motivation and behaviour of a few boys. Undemanding work and the lack of positive challenge contributed to the unsatisfactory attitudes of pupils.
129. The school's impending review of its provision in art is timely. Current arrangements do not ensure that the skills and understanding pupils require in order to fulfil their potential are progressively planned for, and taught, from Year 1 through to Year 6. In the main, teachers choose for themselves what skills to teach within the assigned topics. This works well in Key Stage 1 where good teamwork ensures effective integration of art and design skills into the topic work. Adequate teamwork is less evident in Key Stage 2 and the teaching of skills is inconsistent. Subject co-ordination is not effective enough for this purpose, especially in the planning for the mixed-age classes. The lack of monitoring and assessment procedures further accounts for the school's lack of success in building effectively on strengths identified at the last inspection.

DESIGN AND TECHNOLOGY

130. At the time of the last inspection, attainment was in line with national expectations at both key stages and progress was satisfactory. Only two lessons, one in each key stage, were observed during the present inspection. It is not therefore possible to make a judgement about the quality of teaching. Judged from lessons, teachers' plans and the small amount of evidence available for scrutiny, attainment in design and technology continues to be satisfactory at both key stages.
131. By the time they are seven, pupils use a range of construction equipment with increasing skill. Appropriate manipulative skills are developed through the use of simple tools and equipment such as scissors and adhesives. In Year 1, satisfactory work was seen as pupils cut out and joined cardboard components of a teddy bear shape. They used a variety of materials such as glue, sellotape and paper clips. In Year 2, pupils drew designs of houses on paper before using a computer program to display their designs on the screen. They made effective use of their skills as they evaluated and modified their designs.
132. By the time they are eleven pupils achieve satisfactorily. Pupils made careful drawings of their ideas for a 'time machine'. After its construction, they wrote an evaluation of their work and considered what they could do to improve it. The machine was made from a variety of materials and was used in a drama production. In a lesson on food technology, pupils in Year 6 made satisfactory gains in learning as they watched the school cook demonstrate how to make a basic bread mixture. They followed this up by correctly listing the sequence of instructions for the process. They then word-processed their recipes and printed them off.
133. In both the lessons seen, the pupils showed interest in what they were doing. The younger pupils enjoyed their work. The older pupils watched and listened and asked the cook sensible questions.
134. The co-ordinator has produced a useful policy document for the subject. National guidelines are being used to plan a system for the systematic teaching of skills and fulfil the requirements for design and technology in the National Curriculum. The co-ordinator does not have the opportunity to systematically monitor and evaluate the quality of teaching and learning.

GEOGRAPHY

135. Few geography lessons were observed. Evidence is taken from analysis of pupils' work from both last year and this year, analysis of teachers' plans and discussion with pupils and the co-ordinator. The attainment for seven and eleven-year-old pupils is typical of that found in most schools. Pupils, including those with special educational needs, learn and make progress at a satisfactory rate in the large majority of classes. The school has improved on standards at Key Stage 1 since the last inspection.
136. By the time they are seven, pupils know many geographical features of the locality. Pupils go for walks near the school and then draw the routes they have taken. They look at photographs taken on the walk and consider what particular buildings are used for. Learning is made relevant as pupils look for their own homes on a map. As they identify local churches, they discuss whether St Luke's is nearer to the school than St Dunstan's. The book 'Katy Morag' has been used effectively to help pupils to compare differences in ways of life on the Isle of Struay, off the coast of Scotland, and in Moston. As a result of well-planned activities, pupils identify differences in terms of geographical features, homes, transport, occupations and climate. Pupils know the four countries of the United Kingdom and locate them on a map. They extend their geographical skills to identify other countries of the world, including Greece and Spain.
137. By the time they are eleven, pupils use co-ordinates to locate a position on a map, follow a route and identify motorways, main roads and minor roads. As they compare and contrast lifestyles in Moston and the Indian village of Chembakolli, pupils consider location, climate and landscape. As they grow older, pupils develop an awareness of environmental issues, ranging from rivers, the study of climates, pollution and natural hazards. Pupils consider the uses of water and gain a deeper understanding of its uses in farming, industry and leisure. There are good links with science in Year 5 when pupils learn about the water cycle. Pupils extend their geographical knowledge to include other parts of the world. Most pupils use atlases well, recognise a range of mapping symbols and relate countries to continents and capital cities to countries.
138. Pupils, including those with special educational needs, make satisfactory progress. In discussions, pupils express enjoyment of geography. They have a good range of knowledge about environmental issues and natural hazards and display sensitive attitudes towards these aspects. Teachers plan interesting topics which stir the pupils' imagination. In the infants, the school teddy bear is taken on holiday and pupils describe his trip when they get back. They consider the different kinds of transport he has used, such as cars and aeroplanes. Links with local industry bring relevance to pupils' study of land use. Pupils are able to see how industry contributes to the life of communities.
139. Analysis of pupils' work shows that geographical facts are taught well. From the scrutiny of teachers' plans, pupils' work is not always sufficiently well adapted for pupils of different abilities. Teaching has not been monitored effectively to ensure consistency in the way geography is taught. Literacy skills are well developed as pupils acquire of new vocabulary and numeracy skills are satisfactorily developed in the use of co-ordinates, knowledge of the eight points of the compass, and following orienteering routes. There are insufficient opportunities for pupils to investigate and use information technology. This hampers pupils' opportunities for research.
140. The co-ordinator provides sound leadership as he works with colleagues to identify geographical topics and make the best use of national guidance. She has had limited opportunities to monitor teaching and learning in order to strengthen areas of weakness. Resources, which are predominantly books and atlases, are used well and they contribute positively to pupils' learning. There are insufficient resources in the juniors to build on the high quality investigative work done in the infants and to ensure that work is planned at the right level for pupils of different abilities. Participation in an orienteering event in Heaton Park enhanced pupils' map-reading skills. A field study visit to Wales is planned for summer in order to provide first-hand experiences for pupils in Year 6.

HISTORY

141. In the last inspection, levels of attainment were below those expected of pupils at the age of seven and in line with those expected for eleven-year-old pupils. There has been a significant improvement in the standards of work of seven-year-olds and they now achieve at levels appropriate for pupils of their age. Particular strengths are their investigative skills and their understanding of the fundamental features of history, such as changes occurring over time. Standards of pupils' attainment by the time they are eleven remain the same as those found in the last inspection although the quality of pupils' research and reasoning skills have improved.
142. By the time they are seven, pupils gain an understanding of the passage of time. They sequence events and identify the uses of everyday objects from in the past. They know about famous people such as Florence Nightingale and are aware of the type of nursing she did, the transport she used to reach the Crimea, the conditions she endured and the clothes she wore. They compare this with the clothing, type of work and way of life of nurses today. Many pupils identify and compare a range of transport from charabancs to cars. Pupils also compared homes, toys and household objects from long ago with those of today. They looked at the similarities between metal roller skates of the 1930s and present-day roller blades and were interested to discover the differences. Pupils questioned, discussed and made valid predictions about some unfamiliar objects such as warming pans and compared the work involved in washing clothes in earlier times with the ease of today's washing machines.
143. By the age of eleven, pupils achieve levels of attainment typical for their age. They have appropriate chronological understanding of ancient civilisations, people who invaded and settled in Britain, the Tudors and Victorians, the Second World War and decades until the year 2000. In particular, they have good levels of knowledge about the 1930s and events leading up to the Second World War. They also have a good level of understanding about the changes in ways of life, technological equipment, inventions and fashions during each decade following the war. They are aware of the principal changes which occurred in the Victorian period, especially in terms of transport, inventions, communications and the effect of employment on adults and children. In a particularly good lesson about the Tudor period, pupils developed high levels of understanding of the ways in which the unemployed, the poor and the sick were treated and the compassion and caring felt by some personalities. Pupils recognise Tudor architecture and describe houses and shops in The Shambles in York. Pupils use their literary skills well to find information in books and CD ROMs.
144. The quality of pupils' learning is good overall at both key stages. It is good in the infants and satisfactory overall in the juniors, with a small number of unsatisfactory features. Pupils' quality and rates of learning are directly related to the quality of teaching. Pupils with special educational needs also make good progress in the large majority of classes because of well-chosen resources and good support. Although there are many examples of high quality learning, especially in research, understanding of historical facts and applying literacy and numeracy skills, this is inconsistent. In Year 3, pupils do not build on the wide variety of well-structured and enriching activities and experiences in the previous years.
145. The quality of teaching is good overall. In the best lessons, pupils have increasing opportunities to do research, develop independence and acquire a deeper sense of curiosity about the past. Where the teaching is unsatisfactory, history lessons resemble literacy lessons in which pupils complete historical comprehension exercises. These lessons do not give satisfactory opportunities for individual research and there is too much copied work. Where teaching is good, teachers have good subject knowledge, plan their lessons well, organise resources very well and have good relationships with the pupils. Pupils are given many opportunities to use available evidence well to research, observe and draw conclusions. There is challenge and variety in activities, which is reflected in pupils' high levels of interest and excitement; for example when there was a wealth of objects for such as old toys, household equipment and rag rugs for pupils to touch and examine. Analysis of pupils' history folders shows that some work is well researched but there are variations in the demands on pupils and the quality of presentation in the juniors. Although pupils' work is marked regularly, there are insufficient evaluative comments to encourage improvement. In the best lessons, teachers used questions effectively to assess pupils' levels of understanding. High quality teaching built effectively on previous learning.
146. There is a lack of overall management and detailed guidance for teachers about the progression of historical skills. This leads to inconsistencies in teaching between classes. The present arrangements for the introduction of Curriculum 2000 are satisfactory in terms of topics and appropriate investigations. The school recognises that there is a need for a clear plan which

identifies the structured development of skills. The need for more visits to appropriate sites and increased resources to support investigative work has also been identified. The school community contributes well to provide artefacts to enhance pupils' learning. Teachers, parents, families and lunchtime supervisors lend items which enrich the learning of pupils in the infants. Pupils in Year 5 are to visit a historical site to enrich their understanding of the Tudor period. The school has few computer programs to support pupils' learning in history and there are insufficient visits to places of historical interest.

INFORMATION TECHNOLOGY

147. Pupils' levels of attainment are broadly in line with those expected nationally for seven and eleven-year-olds. This concurs with findings at the last inspection.
148. By the time they are seven, pupils develop satisfactory skills for word processing. In English, most pupils are able to word-process their written work effectively to produce scripts of stories, poems and reports. Skills for using graphics packages are developed appropriately as pupils' work is linked effectively to other subjects such as design and technology, history and geography. Younger pupils in the infants operate the mouse appropriately to click on colours and use tools to produce colourful patterns in art. In Year 1, pupils make drawings of teddy bears by assembling shapes on the computer screen and then saving and printing their work. They use appropriate vocabulary such as mouse, keyboard, return key, monitor and printer. Seven-year-olds are able to log on and find specific computer programs. In a graphics program, pupils choose tools and shapes to produce and refine designs of houses. They can reduce or enlarge shapes to change the size of windows and doors. They show confidence and skill as they click on appropriate icons and manipulate the mouse. Pupils use computers regularly to support their learning in literacy and numeracy and increase their knowledge of the alphabet and of number shapes and sequences.
149. By the time they are eleven years old, pupils become more adept at editing their work. They block phrases and move them on screen to clarify meaning, add pace or give more emphasis to their writing. Pupils' word-processing skills have improved as a result of more practice in the recently introduced computer suite. Earlier in the juniors, a significant number of pupils have underdeveloped keyboard skills and lower attaining pupils need a great deal of adult help to complete work. Throughout the school, computers are used effectively to support work in other subjects. Information is collected and presented in graphs in mathematics. One class entered instructions for making bread as part of their work in food technology. In an art lesson, pupils produced interesting designs in black and white and shades of grey. Increasingly, pupils search CD ROMs for information to support their learning in other subjects. Older pupils use the Internet to find, save and print information on topics studied in history and geography. Pupils do not have sufficient experience of control and monitoring, for example in science.
150. Overall, pupils achieve appropriately by the time they leave the school, but progress is uneven. In the infants, pupils explore the use of the computer and learn appropriate vocabulary. They become confident at using the mouse, responding to simple commands, creating text and pictures and saving and printing their work. In the juniors, pupils in Years 3 and 4 are gradually benefiting from regular practice in the newly installed computer suite, but work is not always sufficiently matched to their needs. By the time they are eleven, pupils develop and refine their word-processing skills satisfactorily. Older pupils increase their understanding of how to access the Internet and explore CD-ROM's. Pupils enjoy using computers and they work well, usually in pairs, and show respect for each other. They take turns on the equipment and support each other thoughtfully.
151. The quality of teaching in both key stages is satisfactory overall. Teachers generally make the most of the opportunities they have to teach computer skills in the new computer suite. This is an improvement on the last inspection when little direct teaching was observed. Most teachers' have sound subject knowledge and they use this well to extend pupils' skills. Usually, they build effectively on pupils' previous knowledge and understanding and give clear instructions which encourage pupils and help them to be successful. Direct teaching of the whole class to teach skills and routines is followed up by opportunities for pupils to practise, use and extend their skills in the classrooms during other lessons. Unsatisfactory teaching for pupils in the class of Year 3 and 4 pupils resulted in unsatisfactory progress because the lesson was not planned carefully to

meet the needs of all pupils.

152. The subject is well managed by an eager and enthusiastic co-ordinator who has given a very effective lead in managing recent developments within the subject. Links with a local secondary school have been used well to develop the school's own computer suite and gain access to the Internet. The co-ordinator has a clear understanding of pupils' and teachers' current needs and areas in which further developments can be made. The curriculum is based on national guidelines and is being adapted to meet the needs of the school. The co-ordinator is aware that assessment procedures, to ensure progression in pupils' acquisition of skills and knowledge, also need to be developed. Currently, the co-ordinator does not have the opportunity to monitor the quality of teaching and learning in order support colleagues and to raise standards further.

MUSIC

153. Standards are broadly in line with those seen typically for seven and eleven-year-olds. This judgement concurs with that reported at the last inspection.
154. In collective worship, pupils listen attentively to a range of music which helps them to reflect and develop a feeling of calm and happiness at being together each morning. Their singing is well pitched and rhythmical and they respond sensitively to the words of songs.
155. In Year 2, pupils develop an understanding of pitch and dynamics as they listen to high, low, quiet and loud sounds. Their listening skills develop well and, as they play and listen to a range of interesting multicultural percussion instruments, pupils consider how sounds are made. They recognise that different effects are achieved by scraping or banging instruments. Because they listen well, pupils sing with accurate pitch and varying dynamics, following the teacher's lead effectively. In the Year 3 and 4 class, pupils know a good variety of songs and they sing rounds in two parts effectively. In the Year 5 and 6 class, pupils demonstrate a well-developed sense of performance for an audience. They listen attentively to one another and sing with one voice to create a clear rendition of songs. Breath control is good and pupils are prepared to keep trying in order to improve their performance. These pupils work well in groups to create and perform simple compositions using percussion instruments. Pupils benefit from opportunities to learn brass instruments, violin and guitar. This extends their musical skills and gives practice in simple ensemble work.
156. Teaching is good overall and most pupils enjoy their music. They listen well to advice from teachers and want to improve their performance. Lessons are usually well planned so that there is a stimulating range of activities which engage pupils' interest and give them opportunities to play instruments. Teachers manage pupils well through motivating them and choosing interesting songs and catchy tunes. In the Year 3 and 4 class, many pupils were inattentive and fussy during their lesson because they were not managed well. In most lessons, social skills develop well during musical activities, when pupils realise that it takes effort from everyone to achieve a good performance.
157. The recently appointed co-ordinator is enthusiastic. She has devised a helpful policy and a systematic scheme of work. The development plan for music is realistic and it is supported by well-structured plans from a local authority programme. The school has an adequate range of tuned and untuned percussion instruments, including some interesting multicultural examples. Pupils gain confidence and increase their musical skills when they perform in concerts for their parents. Pupils sometimes sing in church but opportunities for them to extend their musical skills are missed because there is no regular school choir.

PHYSICAL EDUCATION

158. In physical education, pupils of all abilities make good progress in both key stages. By the end of both key stages, the standard of their physical skills is better than expected for pupils of this age. This shows an improvement on the findings in the last report where attainment was described as being in line with national expectations at both key stages. Standards are enhanced through the good leadership and subject expertise of the co-ordinator and the involvement of teams in a variety of sports, in a number of local competitions.

159. By the time they are seven, pupils increase their physical strength by running, balancing and controlling themselves in a confined space. They demonstrate that they can move in different directions and stop quickly on a command from the teacher. Pupils develop confidence, co-operative skills and spatial awareness as they find imaginative ways to move. They move quickly and slowly and in different directions. By watching the performance of others, pupils learn to evaluate what they are doing and improve their own efforts. In dance, pupils are making satisfactory progress with performing and interpretation. In one class, pupils in Year 1 listened to a music tape, discussed what types of movement the music suggested to them and then performed these movements to the music.
160. By the time they are eleven, pupils have refined the ways in which they can move in a confined space. They understand how to put movements together into a sequence. Gradually, they develop sequences to a high standard and can perform these, involving the use of large apparatus such as climbing frames, benches and mats. Pupils evaluate their own performance effectively to improve what they do. In all classes, pupils have a good understanding of safety and how to move apparatus with care. They appreciate the importance of warming up and cooling down when exercising. Pupils in Years 3 and 4 go to regular swimming lessons and the majority achieve certificates for swimming 25 metres. Pupils are involved in other sporting activities such as football, netball, rounders and athletics at appropriate times of the year. A residential visit is planned for pupils in Year 6 at an outdoor education centre in Wales, where they will take part in a variety of outdoor activities.
161. Pupils enjoy their lessons and almost all try hard to achieve and perform well. They are willing to learn from one another and are happy to give demonstrations of their skills. The majority of pupils are conscious of safety when moving around in the hall and realise the importance of listening to and following the teachers' instructions promptly.
162. The quality of teaching and learning is good. Lessons are carefully planned to build on what pupils know and can do. The sound range of resources is well organised and used effectively. Lessons move at a brisk pace and little time is wasted. The majority of teachers have good subject expertise. When necessary, they give appropriate demonstrations and handle pupils' responses effectively. This gives the pupils a clear idea of performance techniques and enables them to improve their skills. Relationships with pupils are generally good. This enables most teachers to manage their classes easily and effectively. All lessons provide opportunities for pupils to extend their health and fitness. In most lessons, pupils with special educational needs generally make good progress.
163. The recently appointed co-ordinator has clear objectives for the subject and has developed the curriculum well, with planning based on national guidelines. He is very enthusiastic, supports colleagues well and takes every opportunity to promote the subject within the school. Because of useful links with sporting organisations in the locality, the school has been able to arrange for players to come along to coach pupils. These players also act as good role models as they raise pupils' awareness of the dangers of drugs. Because of this enterprising venture and the school's general ethos of fair play and team spirit in games, physical education makes a good contribution to pupils' social and moral development.